School of Management Studies,

Uttar Pradesh Rajarshi Tandon Open University, Prayagraj UP

Certificate

I hereby declare that the short synopsis" ***Impact of Skill Development Programmes on the performance of faculties in the State Universities of Uttar Pradesh***" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in ***Management*** under ***School of Management Studies*** of U.P. Rajarshi Tandon Open University, Prayagraj during the academic year 2021-22.

It is a bonafide record of original work carried out under the supervision of ***Dr.Gyan Prakash Yadav*** and has not been submitted in full or part to any other university or institute for a degree or diploma. Further, it is certified that the short synopsis is plagiarism-free and the report has been submitted.

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Impact of Skill Development Programmes on the performance of faculties in the State Universities of Uttar Pradesh

Synopsis

Submitted in partial fulfilment of the requirement of the degree of
Doctor of Philosophy in Management
to
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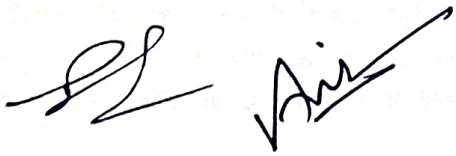
Impact of skill development programmes on the performance of faculties in the state universities of Uttar Pradesh

Abstract:

Quality Education is a fundamental right. It helps in achieving human potential and a harmonious society. It plays, further, a pivotal role in fostering leadership in the students and the teachers for global scenario: enhancing economic gains, striving for egalitarian society and embracing inclusion and sustainable development for all. Faculties in the higher education ecosystem are important pillar in the academic excellence and eternal in the development praxis of India. Their knowledge, skills and aptitude is critical for quality education. The skill landscape of teachers is a key enabler of their proficiency in teaching and learning as well as their futuristic role and responsibilities. Their empowerment with cognitive, and social skills, emotional intelligence and digital skills through skill development programmes are meant to porient, conceptualise, train and practice innovation in learning and teaching and the better management of everyday life. These skill development programme framework intends to champion the cause of building a vibrant human resource. In the state like Uttar Pradesh, rich in demographic dividend, these programmes would enrich the knowledge landscape of the state in spirit of co-operative federalism as well as transform the teaching and learning processes. The programmes are designed for the professional growth of teachers, nurturing future leadership in them and building capabilities in transition of education system to the 21st century needs.

The study is an action research, exploratory in nature and limited to the public funded state universities of Uttar Pradesh. It aims to visualise the positive impact of continuous learning perspective of teaching and learning in the faculties for transformation in the education landscape of state universities of UP and helps in institution building in the education ecosystem of India for a better future of All through knowledge society.

Keywords: Sustainable development, Co-operative federalism, Quality Education, Skill development, Continuous learning perspective, Knowledge society.



Introduction:

India has a significant role in the world as a knowledge economy. Knowledge creation and its dissemination are critical in growing and sustaining such a large and vibrant economy. To, achieve the goal of academic resilience and Quality Education for all, it is crucial to equip our teachers in HEIs with critical knowledge, skills and aptitude. They are to specialize in their subject domain and devise specialized skills for continuous improvement for efficient teaching and original research at higher education level. The skill development programmes of faculties are initiated for capacity building of these teachers for the demand of 21st century needs. These are aligned to improve cognitive skills: with thinking and abilities to focus, problem solving , making informed choices and set goals; social skills: includes the abilities to communicate, collaborate, resolve conflict and negotiate; emotional resilience: understanding and regulating one's own emotion, coping with the stress, understanding emotions of others, and ability to empathise; digital skills: understanding technology, management of information, communicate, collaborate, create and share content, building knowledge be critical and ethical and soft skills The objective behind the skill development of faculties is to train, reorient, conceptualise and introduce innovation in learning and teaching as per the 21st century.

India is a co-operative federation, where the 'state of States in Quality Education through professional development of teachers' is an important pillar of the development perspective. Quality Education is a Sustainable development goal (SDG-4) for any society and helps in shaping Nation state and partners other sustainable development goals (SDGs).

Uttar Pradesh is the 3rd largest economy of India, contributing 8% to national GDP with a share of 16% population of the country. Education is the potential sector in the development praxis of Uttar Pradesh. There are 34 state universities (approx) to imparting Quality Education .These universities are going to play crucial catalytic role synergising the potential of youth in the faster inclusive and sustainable development of UP . To, aspire and achieve UP as knowledge hub, different policies and programmes are designed to equip faculties with necessary skill sets of 21st century opportunities and challenges.

For, assessing the skill landscape of educators in the public funded state universities and colleges it is significant to navigate the institutional framework for professional growth of teachers for ideas, training of trainers for holistic perspective of their roles and responsibilities and a change dynamics on education with communication skills, creativity, leadership, team building and work culture and administrative skills: decision making, service rules, human relation and interpersonal effectiveness, educational management and teachers for instance Human Resource Development Centre, these centres are meant to develop pedagogies of teachers training, orientation programme, refreshers course, workshop, interaction programme, exchange effectiveness(Guidelines, HRDC); inter institutional collaboration and co-ordination with sponsorship support from institution like ICSSR, ICCR and ICHR etc for nurturing young talent for 21st century.

The study analyses and evaluate the effectiveness of SDPs, focussing on core skills for faculties of (HEIs) state universities of Uttar Pradesh. The idea of assessing the skill development

programmes meant for capacity building of faculties for their nuanced role in the HEIs is significant as it deals with performance appraisal of faculties, undergone various skill development programmes .

Literature Review:

Quality Education has a direct co-relation to the 2030 agenda of sustainable development with right knowledge, skills and aptitude in the teachers (Report, Education 2030). The aspiration of quality education (SDG-4) advocates and mainstreams the idea of capacity building of teachers as one of the pillars of educational transformation by synergising the teaching and learning system. Teachers form the crucial stakeholders in achieving quality education which would drive inclusion, innovation and sustainability.

Uttar Pradesh is the partner state in spirit of co-operative federalism in the national development and is indexed as an Aspirant with Assam and Bihar (Localising SDG, Report 2019) out of the four categories index as Aspirant, Performer, Front Runner and Achiever. NITI Ayog in its report laid down the strategic pathways to achieve SDGs in the state and further in India. It paves the pathway to achieve SDG-4 i.e Quality Education, Target SDG 4.c (professional development of teachers for quality education).

The objective of National Knowledge Commission (2005) is to transform India into knowledge society. It was meant for crafting education system to address challenges of 21st century and harness competitive advantage of India, promote R&D, engage in growth of intellectual property and good governance. For, such, a holistic quality education of teachers is desirable.

12th Five Year Plan (2012-17) ushered the importance of continuous improvement of teachers for quality education and their catalytic role in the higher institutions of India and advocated for capacity building initiatives in the regional and state funded institutions for a knowledge society. The plan advocates for policy, programme and action based project management for fostering lifelong teaching-learning in the teachers.

Human Resource Development Centres(HRDCs) are meant to develop pedagogies of teachers training, orientation programme, refresher course, workshop cum interaction programme, exchange of ideas, training of trainers for their holistic perspective about roles and responsibilities and a change dynamics on education with cognitive and social skills, emotional intelligence, digital skills and soft skills (Guidelines, HRDC, 2019).

National Skill Qualification Framework (NSQF) mirrors Higher Education Institutions (HEIs) with the emerging needs of the India, such that, HEIs ecosystem especially faculties have adequate knowledge, core skills and aptitude for their role as knowledge creators, its dissemination and critical communicator for transition of 21st century needs.

National Education Policy, 2020 emphasis on teachers' professional development as fundamental in the transformation of education system in India. It focuses on enhancing

cognitive capacities like critical thinking and problem solving; social dialogue; emotional residence, digital penetration and ethical practices in decision making for academic excellence.

The profile of higher education institutions(HEIs) in Uttar Pradesh says that there 34 state funded universities, 6 central universities, 35 private universities, 8 deemed universities and 8375 colleges (AISHE, 2021). The diversity in teachers and their strength as 178.19(thousand) out of which 17.13(thousand) are Professors, 16.25(thousand) are Associate Professor, 125.90(thousand) are Assistant Professors, 7.71(thousand) as Demonstrator teachers (AISHE, 2021-22) is a challenging task as well as imperative for professional development of teachers.

Uttar Pradesh invest 4,775(crore) in the higher education out of which 5.20 (cr) is made for education and training which is meagre and also the higher education budget as percent of GSDP is 0.28(Expenditure 2018-19 to 2020-21) which is very low. So, investing in the capacity building initiatives for faculties, gets a setback.

Research gap:

Skill Development Programmes for faculties in the HEIs are structured learning initiatives designed to foster the professional competencies, teaching capabilities, research skills and overall effectiveness of academic effectiveness of academic staff with cognitive and social skills, emotional skills and ICT skills. They refers to organized training programmes, collaborative spaces like workshop, seminars, conferences, refresher courses and FDPs(Faculty Development Programmmes) and other activities of academic collaboration for improving knowledge, skills, attitude, and practices for Quality Education for 21st century.

From the literature review, discussed above, the researcher finds the critical assessment of skill development programme for the professional growth of teachers in the higher education institutions of Uttar Pradesh and performance appraisal of faculties undergone skill development programmes, initiated, by the government through various agencies, self designed by institutions and collaborations of diverse institutional agencies.

The study would be a new knowledge in this sphere (HEIs of UP), bringing out the role of state, institutional framework within the universities and self motivation of faculties in teaching and learning ,shaping, paradigm shift in knowledge creation and its dissemination .

Research Question:

We have used Independent variables for skill development programmes as cognitive skills, socials skills, emotional skills information and communication technology skills and dependent variable as performance of faculties.

The assessment of skill development programs (SDPs) on performance of their faculties in the state universities of Uttar Pradesh can be analyzed through various lenses, including teaching effectiveness, research output, faculty engagement, and their professional development. When

faculty members enhance their cognitive and social skills, emotionaland ICT (Information and Communication Technology) skills, their ability to perform well across academic, administrative, and collaborative roles can significantly improve.

1. Cognitive Skills:

Impact on Performance of faculties:

- ***Problem-Solving and Critical Thinking:*** Through SDPs, faculties would improve their ability to process information, make data-driven decisions, and approach challenges with more innovative solutions. This can lead to better curriculum development, more effective teaching methodologies, and an overall increase in academic rigor.
- ***Innovative Teaching:*** Cognitive development encourages faculty to adopt more dynamic teaching techniques, improving the learning experience for students and contributing to better student outcomes.

Faculty members with stronger cognitive skills tend to show greater competence in the classroom, particularly in areas requiring critical thinking, such as problem-based learning, research supervision, and advanced teaching topics.

2. Social Skills:

Impact on Performance of faculties:

- ***Communication and Collaboration:*** Effective interpersonal and communication skills foster a collaborative environment within HEIs in Uttar Pradesh. Faculty members with stronger social skills can engage more constructively in team teaching, research projects, and academic committees.
- ***Foster Student Engagement:***Faculties with social skills are positively equipped to connect with students, facilitating a supportive and motivating classroom environment. This directly impacts student engagement and satisfaction, potentially leading to higher retention and success rates.

Faculties with strong communication and teamwork abilities receive positive feedback from students and peers. They tend to foster stronger student relationships, leading to improved learning outcomes and better teamwork in departmental or inter-disciplinary projects.

3. Emotional Skills (Emotional Intelligence):

Impact on Performance of faculties:

- ***Stress Management:*** Teaching and conducting research can be highly demanding, and emotional intelligence can help faculty manage stress and maintain their professional

composure. Faculties with emotional skill deal with challenges, such as heavy workloads, administrative pressure, and classroom dynamics.

- ***Empathy and Student Relations***: Emotional skills, such as empathy, allow faculty to understand and support students better. By addressing student needs more effectively, faculty members create a positive learning environment, which is correlated with improved student satisfaction and academic outcomes.

- ***Conflict Resolution:*** Emotional intelligence fosters better conflict management among faculty and students. This reduces the frequency of misunderstandings and contributes to a more harmonious academic environment.

Research co-relates emotional skills with building trust and rapport with students and colleagues. This leads to a more productive and collaborative academic community.

4. ICT (Information and Communication Technology) Skills:

Impact on Performance of faculties:

- ***Technology in Teaching:*** Faculty with strong ICT skills is more likely to integrate digital tools (such as online learning platforms, multimedia, and virtual classrooms) into their teaching. This can enhance the learning experience by offering more interactive, flexible, and engaging content.

- ***Improved Research Conduct:*** ICT proficiency aids faculty members in research activities, from conducting literature reviews to managing data and collaborating across institutions.

- ***Access to Educational Resources***: Digital literacy allows faculty members to access a wide range of online resources, thus enhancing their ability to teach with up-to-date content and offer students access to global knowledge.

5. Combined Impact of SDPs on Performance:

The cumulative impact of SDPs:

- ***Quality Education:*** Improved cognitive, emotional, and social skills can lead to better pedagogical strategies, resulting in more effective teaching practices and higher student engagement. The use of ICT tools also enhances the reach and interactivity of the classroom, providing more personalized learning experiences.

- ***Research and Development:*** Faculty who engage in continuous professional development (through SDPs) tends to be more productive in terms of research output. Skill development in cognitive and ICT areas can help faculty members manage data

more efficiently, access academic resources, and collaborate more effectively with peers, both locally and internationally.

- ***Motivation and Retention of teachers***: Professional development initiatives often improve job satisfaction, enhance career growth opportunities, and reduce faculty burnout. Faculty who feel supported in their development is more likely to remain at an institution long-term, contributing to its overall stability and academic success.

- ***Academic Leadership***: An institution that invests in its faculty development often benefits from improved academic performance, enhanced faculty satisfaction, and better student outcomes, which can, in turn, its reputation in the academic community.

Objectives of the Study:

1. To assess the extent of cognitive skills of faculties in the state universities of Uttar Pradesh.
2. To assess the extent of social skills of faculties in the state universities of Uttar Pradesh.
3. To assess the extent of emotional skills of faculties in the state universities of Uttar Pradesh.
4. To assess the extent of ICT skills of faculties in the state universities of Uttar Pradesh.
5. To assess the level of performance of faculties of state universities of Uttar Pradesh
6. Assessment of SDPs on different skills i.e Cognitive and social skills, emotional skills and ICT skills of faculties of state universities of Uttar Pradesh.
7. To examine the effect of different skills i.e cognitive, social, emotional and information and communication technology on the performance of faculties of state universities of Uttar Pradesh.

Hypothesis:

This study shall investigate the impact of core skills of faculties, undergone skill development programmes (SDPs) from the state universities of Uttar Pradesh. With the evolving demands of modern education, these programmes, aim to enhance faculty competencies in pedagogy, research, and administration. Utilizing a mixed-methods approach, the research analyzes quantitative data from surveys and qualitative insights from faculties participants of various SDPs(skill development programmes).

H01: Cognitive skills of faculties would significantly associate with their performance.

H02: Social skills of faculties would significantly associate with their performance.

H03: Emotional skills of faculties would significantly associate with their performance.

H04: Information and Communication Technology skills would significantly associate with their performance.

H05: There is significant effect of skill development programme on career advancement of faculties

H06: Skill development programmes has a significant effect on cognitive, social, emotional and informational and communication technology skills of faculties.

H07: The combined effect of cognitive, social, emotional, informational and communication technology skill would predict more strongly to the performance rather than separate effect.

Research Methodology:

This is an exploratory study, assessing the effectiveness of SDPs meant forfaculties for their performance in the state universities of UP, aims to see how such initiatives influence their professional growth, teaching effectiveness, and overall institutional development. Given the evolving educational landscape and the emphasis on continuous professional development, this research seeks to overhaul the multifaceted benefits and challenges with these programmes

Utilizing a qualitative research methodology, data is to be collected through semi-structured interviews and dynamic group discussions with faculties from multiple state universities of UP. The study effectively anlyses perceptions regarding the accessibility, relevance, applicability, and outcomes of skill development programs, encompassing areas such as research methodology, core skills, and digital literacy.

Data structure:

Section I, Data Sources:

Primary data is to be collected through questionnaire and surveys/ personal interviews/case studies and reports from the stakeholder.

Secondary data would be collected from policy documents, annual reports, FDP guidelines and manuals, reports of institutional framework for professional development of faculties, academic journals, articles of various newspaper, websites and online sources etc.

Section II, Period of Study: It limits to the academic framework for pursuing PhD.

Section III, Sampling Method: Random sampling method of faculties for pre-post tests

Section IV, Sample Selection: Sample is to be framed from the stakeholders of the selected state universities of Uttar Pradesh.

Section V, Statistical tool and techniques: The method applied is Pre-Post tests between groups. Performance metrics: Faculty performance can be evaluated based on teaching evaluations, research output and participation in academic committees. Surveys and feedbacks from the faculties about their perceived improvements.

DataSourcesandDataCollection:

1. Primary Data Sources

Primary data refers to information collected firsthand for a specific research purpose. In the context of the study following mechanism is to be deployed

- Surveys and Questionnaires
- Interviews
- Focus Groups
- Observations

These methods provide in-depth and context-rich data, allowing researchers to explore faculty experiences, perceptions, and outcomes related to skill development programs on their performance.

2. Secondary Data Sources

Secondary data involves the use of existing information collected by others.

- Government Publications: Reports, working papers, guidelines, circulars, bulletin etc.
- Academic Journals and Books: Handbooks, Magazines, Papers etc.

- Institutional Records: Annual Reports, Brochure, Policy documents FDPs/ Refresher courses etc.
- Online Databases: Websites

Combining primary and secondary data sources provides a comprehensive approach to understanding the impact of skill development programs on the performance of faculties.

Significance of the study:

The Study is significant in building human resource pool of teachers as:

1. Strengthen education system to improve the Quality Education through professional development programmes of faculties.
2. It will bring efficiency in the skill development programmes(SDPs) for professional development of faculties for 21st century education in Uttar Pradesh.
3. Integration of Knowledge, skills and aptitude in the development of faculties in Uttar Pradesh.
4. The study would introduce and redesign diverse skill development programmes(SDPs) for faculties in the state universities of UP.
5. Build future leadership in the faculties for their enhanced roles and responsibilities in UP.

Statistical Tools and Techniques:

The data collected will be analyzed by using ppropriate tools to measure the independent variables and dependent variables will be developed by the researcher in the process of research.

Chapterization

Chapter I: Introduction

ChapterII: Literature Review

ChapterIII: The state of Higher Education in Uttar Pradesh: A perspective on knowledge economy.

ChapterIII.a: Skill Development Programmes(SDPs) for faculties in state universities of Uttar Pradesh.

ChapterIII.b: Mapping skill landscape of faculties in the state universities of Uttar Pradesh.

ChapterIII.c: Appraisal of skill development programmes(SDPs) in the faculties of state universities of Uttar Pradesh

ChapterIII.d: Appraisal of faculties of state universities of UP who have had undergone skill development programmes(SDPs).

ChapterIII.e: Charting the outcomes of SDPs on the performance of faculties of state universities in UP.

Chapter IV: Methodology.

Chapter V: Data Analysis

ChapterVI: Summary

ChapterVII: Findings and Suggestions

ChapterVIII: Conclusion

Expected Outcomes of the Research:

Skill Development Programs (SDPs) is crucial to ensuring that faculty development efforts lead to tangible improvements in teaching, research, and overall institutional growth. By systematically evaluating the relevance, delivery, impact, and cost-effectiveness of SDPs, HEIs conscious of continuous improvement , ultimately benefit faculties , students, and the institution as a whole.

The impact of core skills grasped through faculty development programmes (FDPs) on the performance of faculty members in state universities of UP is set to be transformative across multiple dimensions, including teaching effectiveness, research productivity, ICT integration, and interpersonal skills. These improvements, in turn, will positively affect student outcomes, faculty engagement, and the overall institutional standing of the universities.

In the long run, these outcomes will contribute to the development of higher education in UP, creating a more capable, motivated, and innovative human resourcefortransitioning education system to the 21st century needs.

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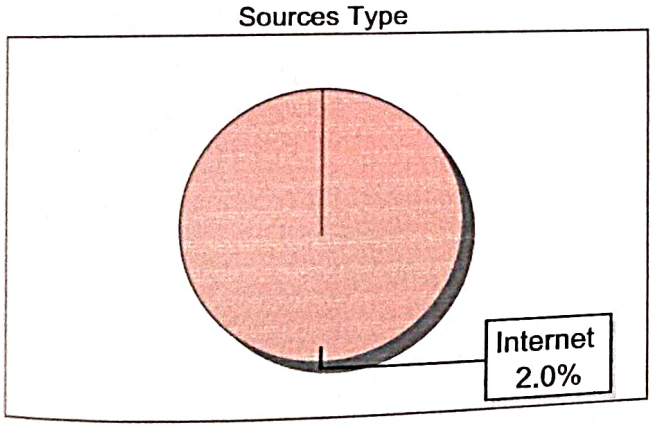

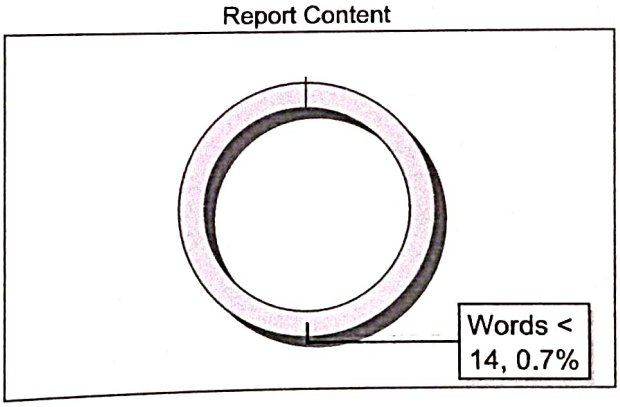

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